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Character education in schools implementing national curriculum and international baccalaureate

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Abstract: The purpose of the study was to evaluate the implementation of the character education program of Junior and Senior High School Victory Plus School using the national curriculum and International Baccalaureate. The research method used is mix method. The result of data analysis showed that the average self-concept score was 2.65 (less good); self-management is 2.73 (good); and social services is 2.73 (good) in the implementation of courageous, honest, active, mindful, innovative, open minded, and noble (champion) value. The value of champion is relevant to the value of the national curriculum character but the value of hard work, religion, democracy, the spirit of nationality, and the love of the homeland have not yet appeared. The balanced and reflective values in the learner profile are not yet visible.

Key words: self-concept, self-management, social service, character, evaluation

Abstrak: Tujuan penelitian ini adalah untuk mengevaluasi pelaksanaan program pendidikan karakter di sekolah menengah pertama dan sekolah menengah atas Victory Plus menggunakan kurikulum nasional dan International Baccalaureate. Metode penelitian menggunakan *mix methods*. Hasil analisis data menunjukkan bahwa rata-rata skor konsep diri sebesar 2.65 (cukup baik); skor manajemen diri sebesar 2.73 (baik), dan skor layanan sosial sebesar 2.73 (baik) dalam indikator pelaksanaan yang meliputi pemberani, jujur, aktif, sadar, inovatif, berfikir terbuka, dan mental juara. Nilai mental juara relevan dengan nilai karakter dalam kurikulum nasional namun nilai kerja keras, agama, demokrasi, semangat kebangsaan, dan cinta tanah air belum munculkan. Nilai seimbang dan reflektif dalam profil peserta didik juga belum terlihat dengan jelas.

Kata Kunci: konsep diri, manajemen diri, layanan sosial, karakter, evaluasi

Introductions

The noble ideals of the establishment of the Republic of Indonesia have been mandated in the fourth paragraph of the Preamble of the Constitution of the Republic of Indonesia, one of which is to educate the life of the nation based on the moral of Pancasila as the basis of the State. The state tries to make it happen through a character education program which in the old order era known as nation and character building, in the new order of character education with the giving of Pancasila Moral Education. In general, for the community is given upgrading Guidance of appreciation and practice of Pancasila. Entering the reform order there is a development in character education not only based on the moral of Pancasila, but incorporates the religious element contained in it of faith, piety and noble character.

Koesoema (2012: 26) suggests that education is a social process that aims to help learners as the younger generation to understand well the social order in society, understand patterns of behavior, norms of polite and respectful manners in society. This understanding is also in line with Article 1 Paragraph (1) of Law of the Republic of Indonesia Number 20 Year 2003 regarding National Education System stipulates that education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have power spiritual, religious, self-

control, personality, intelligence, noble character, and skills needed him, society, nation and state. In article 3 it is stated that the national education is functioning to develop the ability and form the character and civilization of dignified nation in order to educate the nation's life, aiming to develop the potential of learners in order to become a human being who believes and pious to God Almighty, has noble character, capable, creative, independent, and become a democratic and responsible citizen.

The purpose of this national education can be classified into three dimensions, namely vertical dimensions, personal dimensions and horizontal dimensions. In the vertical dimension, the nation's children must be able to be a man of faith and cautious to God Almighty and establish good relationships and serve Him. The believer and the righteous will behave in accordance with what the Lord asks and strive to leave what not to do. In the personal dimension, wanting the nation's children to have noble character, healthy physical and spiritual, has a knowledge of knowledgeable, capable, have the power of creativity and high independence. In the horizontal or social dimension, the child of the nation needs to develop a sense of social solidarity towards fellow human beings responsible for the nation and state.

Victory Plus School (SVP) is an educational institution that provides formal education services from pre-kindergarten to high school age with a Cooperation Education Units from the Ministry of Education and Culture of the Republic of Indonesia. SVP applies IB thinking as a reference for conducting learning based on the 2013 curriculum. "The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and peaceful world through intercultural understanding and respect. To this end the organization works with schools, government and international organizations to develop challenging programs of international education and rigorous assessment. These programs are encouraging students to learn from the International Baccalaureate Mission Statement (International Baccalaureate Mission Statement). IB works with schools around the world. Schools can adapt IB thought and approach and then adjust it to the curriculum used. The IB itself provides an overview of the youth that will be produced formulated in the IB 10 Learner Profiles. Learner Profiles are (1) inquirers, (2) knowledgeable, (3) thinkers, (4) communicators, (5) principled, (6) open-minded, (7) caring, (8) risk-takers, (9) balanced, (10) reflective.

SVP has run character education derived from national curriculum and IB thinking. Sihotang & Elisabeth (2016: 325) national curriculum models and IB have the same goal for the learning process that is to produce a young generation of character, intelligent intellectual, have good spiritual and social skills and attitude. In addition, these two curriculums integrate character education into teaching and learning activities in every subject and habituation in all life in school. Buchory (2014: 235) research results show that in the character education planning, principals refer to the grand design of character education issued by the Ministry of National Education with the preparation of materials assisted by the vice principals and teachers. However, in reality there are some things that indicate the not yet maximum character education in SVP in generating the young generation in accordance with the expectations of the country and the IB. Figures for violations related to uniform completeness, delayed school entry and collecting tasks and cheating are still high. In addition, the attitude of students related to politeness and politeness towards teachers or adults who are still lacking. The same thing is also seen in the achievement of academic and nonacademic areas that are considered not achieved the best results. According to Liam Hammer as Head of School of Victory Plus School, we are considered not maximal in applying 10 learner profiles, especially at junior high school level with indicator of rule violation, not maximal achievement of student in academic and non-academic and quality of teaching by educator. SVP further emphasized the consistency and commitment of all school residents who became the determinant of character education success. (Liam Hammer, Personal Communication, June 17, 2016).

The impact of not yet maximizing character education will affect the condition of the school that the parents consider to send their children to school in SVP. In addition, it will affect the quality of graduates to be able to compete in the world lectures and jobs. In the end it will all lead to the formation of a young generation in accordance with the expectations of the nation and the country as well as the IB itself.

Method

Research design

This study aims to evaluate the educational program character of junior high school and high school units in Victory Plus School by analyzing the planning, implementation, and supervision of the program. This research will be conducted at Victory Plus School, Bekasi within the period from September 2016 to February 2017.

The subjects of the study were SVP students in grades 8-12 who received character education from schools and all stake holders. Meanwhile, the object of research is a description of the character of students, the picture of planning, implementation and supervision and character education evaluation. The population of this research is the students of Junior and Senior High School of Victory Plus School class 8 to 12 as many as 318 students. The sample is 150 students with purposive sampling technique (Sugiyono, 2009: 85). Arikunto (2010: 183) sample selection by purposive guided by the conditions that must be met based on the characteristics and character.

Qualitative research focuses on character education data by interviewing the chairman of the foundation, principal, vice principal, curriculum coordinator, teacher representation and student representation of junior or high school are 15 students.

This research is a qualitative and quantitative mix method. Qualitative research (Patton 2015: 4) and quantitative research (Kumar 2011: 102). This research uses a retrospective-prospective study design (Kumar 2011: 111). This mixed study will be analyzed using the triangulation design. The results of this analysis can be a discussion of whether the data complement each other or not consistent or contradictory (Creswell 2002: 565).

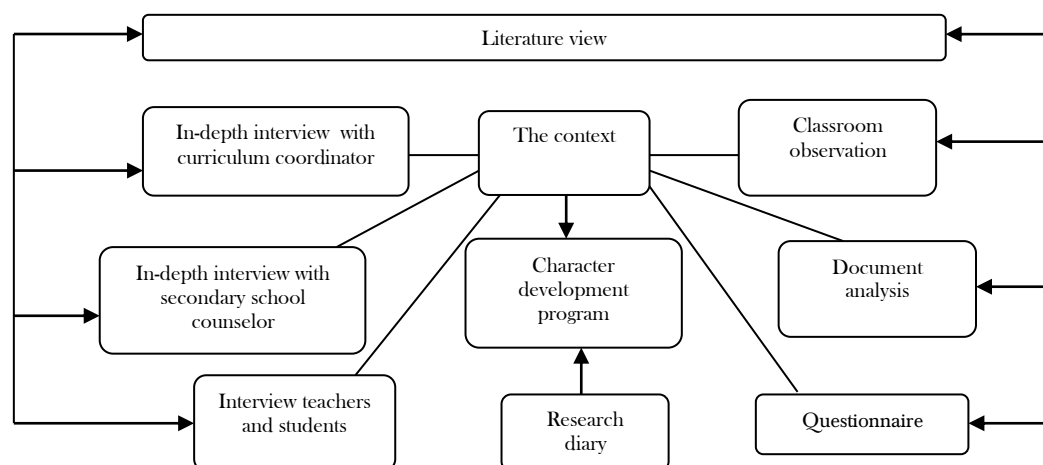


Figure 1. Research Design

Research Instruments

The research begins with a quantitative model to see the suitability of the current characteristic of junior high and high school students with school values adopted by CHAMPION. The expected picture will be grouped into three psychological constructs namely self-concept, self-management, and social service. Researchers use research instruments in the form of questionnaires. Self-concept variable describes the value of courageous, honest, positive, open minded with self-identity indicator, self-judging, self-behavioral, physical self, moral-ethical self, personal self, family self, and social self. Self-management variables describe active, innovative and mindful with time management indicators, relationships between human beings and self-perspective. Social service variables describe nobles with indicators of volunteering in a community, doing ministry with friends and understanding the meaning of the ministry. Quantitative data analysis techniques are descriptive.

Qualitative data analysis will be done through four stages according to (Kumar, 2011: 248) that is: (1) identify the research topic (identify the main themes). Harter (1996: in Papalia, 2007: 45) self-concept is what we believe about who we are the total picture of our abilities and traits. Rogers (Burns, 1993: 39) "self-concept may be thought of as an organized configuration of perceptions of the self. It is composed of such elements as the perceptions of one's characteristic and abilities; the percepts and concepts of self in relation to others and to the environment ". The self-concept is the core of one's personality development patterns that will affect different forms of nature (Sihotang, 2016). William H. Fitts (1971: 12-21), the concept of self is divided into two internal and external dimensions. Prijosaksono (2001: 34), self-management or self-management is the ability of the individual to fully control the existence of the whole self (physical, emotional, mental or mind, soul and spirit) and the reality of life by utilizing the ability it has. Maxwell (Prijosaksono, 2001: 42) suggests three aspects of self-management: time management, human relationships, self-perspective. Noble is defined as activity aiming to promote the welfare of others. Sunarti (2016) reveals that social services are measured from several aspects: service activities, length of activities, activity objectives and success rate. Guidelines on the implementation of character education (MoNE, 2011: 9) described the character configuration and socio-culture can be grouped in the exercise (spiritual and emotional development), intellectual development, sports and kinesthetic (physical and kinesthetic development), taste and (affective and creativity development) holistically and coherently has interconnectedness and complementarity which leads to the formation of character that embodies the noble values. Damayanti (2014: 12) states character education is a national movement creating schools that nurture ethics, take responsibility and care for young people by modeling and teaching good character through an emphasis on universal, values that we all believe. Character education is character education plus, which involves aspects of knowledge (cognitive), feeling, and action without these three aspects, character education will not be effective. Character education ideally is done within the scope of informal education or education in the family because the time spent in school students 30% and 70% spent in the family environment. Based on the Character Education Implementation Guide (2010: 29-32), the character education implementation steps comprise planning, implementation, monitoring and follow-up.

Character Education Planning

At the stage of planning is done first to identify the types of activities in schools that can realize character education, the values of behaviors that need to be mastered, and realized learners in everyday life. Student character education program is realized in three activity groups, that is (1) integrated with learning on subjects; (2) integrated with school management; and (3) integrated through student coaching activities. Second, develop the character education materials for each type of activity in the school. Third, develop the design of the implementation of each activity in the school (objectives, materials, facilities, schedules, facilitators, implementation approach, evaluation). Fourth, prepare the supporting facilities for the implementation of character education programs in schools

Implementation of Character Education

Implementation of character education. First, the formation of character that is integrated with learning on all subjects. Various things related to character (values, norms, faith and devotion, etc.) are implemented in the learning of related subjects, such as Religion, Civic Education, Social Sciences, Natural Sciences, Sports Education. It starts with the introduction of values cognitively, appreciation of value affectively, finally to the practice of values in everyday life. Second, Character formation integrated with school management. Various matters related to character (values, norms, faith and devotion, etc.) are implemented in school management activities, such as management: students, school regulations / regulations, human resources, facilities and infrastructure, finances, libraries, learning, , and information, as well as other management. Third, the formation of character integrated with the activities of student coaching. Some student coaching activities that include the formation of characters include: sports,

religious, cultural arts, teen scientific work, scouting, Basic Leadership Training Learners, Youth Red Cross, Exhibition, Workshop, Health, and others

Character Education Supervision

The focus of supervision is the suitability of the process of implementing the character education program based on established procedures. Evaluation tends to know the extent to which the effectiveness of a character education program is based on the achievement of a defined goal. Supervision results are used as feedback to refine the process of character education programs. The results of supervision from the implementation of character education programs are used as a reference to refine the program, including design improvements, implementation mechanisms, facility support, human resources, and school management related to program implementation.

Result and Discussions

Quantitative Data Analysis

Self-Concept (Self Concept)

Based on the calculation results using Microsoft Excel program obtained statistical data. Mean 2.65, Median 2.64, Mode 2.94 and standard deviation 0.32. Can be understood self-concept is still low. The following data are presented in Table 3.1 of the self-concept frequency distribution list.

Table 1 Frequency distribution score of *Self-Concept*

Score	Frequency		
	Absolute	Relative (%)	Cumulative (%)
2,00-2,18	15	10,00	10
2,18-2,36	15	10,00	20
2,36-2,54	26	17,33	37,33
2,54-2,72	32	21,33	58,67
2,72-2,90	27	18,00	76,67
2,90-3,08	23	15,33	92
3,08-3,26	7	4,67	96,67
3,26-3,44	4	2,67	99,33
3,44-3,62	1	0,67	100
Sum	150	100	

Based on table 3.1 there are 56 students with below average grade score (37.33%); 32 students with scores were in the average class and (21.33%) and 62 students with scores above the average class (41.34%).

Management (Self-Management)

Based on the calculation results using Microsoft Excel program obtained statistical data mean 2.73, median 2.79, mode 2.96, standard deviation 0.27. Can be interpreted self-management tend to be good. The frequency distribution of self-management scores can be seen in table 3.2

Table 2 Frequency distribution score of *Self-Management*

Score	Frequency
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	Absolute	Relative (%)	Cumulative (%)
2,30-2,41	18	12	12
2,41-2,52	20	13,33	25,33
2,52-2,63	25	16,67	42
2,63-2,74	33	22	64
2,74-2,85	17	11,33	75,33
2,85-2,96	15	10	85,33
2,96-3,07	12	8	93,33
3,07-3,18	10	6,67	100
Sum	150	100	

Based on table 3.2 there are 63 students with scores below the average class (42%); 33 students with scores on average and (22%) and 54 students with scores above the average class (36%).

Social Services

Based on the calculation results using Microsoft Excel program obtained statistical data mean 2.73, median 2.80, mode 2.80, standard deviation 0.40. Can be interpreted social servants tend to be good. The frequency distribution of service scores can be seen in Table 3.

Table 3 Frequency distribution score of *Social Service*

Score	Frequency		
	Absolute	Relative (%)	Cumulative (%)
2,00-2,20	22	14,67	14,67
2,20-2,40	14	9,33	24,00
2,40-2,60	24	16,00	40,00
2,60-2,80	42	28,00	68,00
2,80-3,00	20	13,33	81,33
3,00-3,20	9	6,00	87,33
3,20-3,40	10	6,67	94,00
3,40-3,60	6	4,00	98,00
Sum	150	100	

Based on 3.3 there were 60 students with scores below the average class (40%); 42 students with scores that were in the average class and (28%) and 45 students with scores above the average class (30%).

Qualitative Data Analysis

Researchers conducted interviews with 15 secondary students in grades 8-12 and 3 teachers over a two-week period and based on documents obtained from the school.

Table 3.4. Values of CHAMPION Vs the National Curriculum Vs IB

Values of The CHAMPION	Values of the national curriculum	Values of IB
Courage	Responsibility	Risk taker
Honest	Honest, discipline	Principled
Active	Communicative, curiosity, independent	Communication, inquirer
Mindful	Communicative, curiosity, independent	
	appreciate achievement Like to read	Thinker, knowledgeable

Positive	appreciate achievement	
Innovative	creative	
Open-minded	Tolerance	Open-minded
Noble	Care for the environment, social care, peace love	Caring

Based on 3.4 it is concluded that there are five values of the national curriculum: hard work, religious, democratic, national spirit, homeland love and two values of IB 10 learner profiles that are balanced and reflective not covered by CHAMPION values. These values in CHAMPION are represented in three clusters of self-concept, self-management, and social service. Implementation Character education can be seen from three steps namely planning, implementation and evaluation.

Character Education Program Planning

Through interviews researchers ask their understanding of character education. Character education is defined as the way it is done to shape the character of the student. Habit in the way of thinking, habits in the heart, habit in action (Lickona, 2012; Prayitno, Khaidir, & Rangka, 2011). Character education is not only obtained at school but also at home through parents or even from friends. The way that teachers and parents can do in the form of giving motivation, sharing experiences and providing new knowledge and knowledge. Implementation of character education, SVP raises two terms, namely CHAMPION and IB Learner Profiles that are promoted as the goal of character education to realize the character of students in accordance with the values contained in both terms. A total of 10 students said that CHAMPION became the goal of character education in SVP. While the other 5 students do not know the purpose of character education in SVP and do not even realize the character education in school. They also argue that the effort CHAMPION character formation is less perceived because just pronounced every time the flag ceremony took place. A total of 2 teachers thought that CHAMPION as SVP identity while IB Learner Profiles as an IB school identity while 1 teacher did not understand the purpose of character education in SVP. However, they deplore the lack of clarity from the management for which term is used as a guide in carrying out character education in SVP. They also added that the socialization of the meaning of CHAMPION has only been done once. A total of 14 students do not know what the meaning of mindful and noble values in CHAMPION and there is only one student who is able to explain the meaning of mindful correctly. The same is also illustrated from the teachers, the three teachers do not understand the meaning of mindful and noble. Both students and teachers say that school management is lacking socialization about CHAMPION and promotes IB Learner Profiles. This is supported also by the average score of nobles represented in social service variables (2.73) which means that almost all students answer below the average score.

Also, between IB learner profiles and CHAMPION found several terms that have the same meaning. In both of them there is an open-minded term that has the same meaning and purpose. CHAMPION contains an honest term where its meaning has been summarized in principled in IB learner profiles that prioritizes honesty and integrity. In CHAMPION there is also a noble value that has the same meaning as caring in IB learner profiles that is the service to others as the embodiment of empathy. This shows that between IB learner profiles and CHAMPION there are several synergistic terms to reinforce character education goals in SVP. In order to achieve character education objectives, SVP seeks to plan in a way; First, identify activities that can realize character education in 3 groups that is 1) integrated with the learning process. Adapting from the IB framework, the secondary has an approach to learning (ATL) program. In this program, teachers are asked to sharpen at least one character in the IB framework for each one learning unit written in the lesson plan. 2) Integrated with school management. The form of this is the existence of school rules and policies that govern the whole process of learning

and teaching. However, until now SVP does not yet have a policy regarding inclusive education for students with special needs. 3) Integrated through student coaching activities. SVP is considered good by students and teachers in providing various activities of student development for sports, arts, culture, skill, leadership etcetera. This is in line with the results of student interviews that show 15 students are able to name various school events that support character education such as career day, art festival, charity concert, leadership camp, scout camp, Spartacus, and musical performance.

Second, draw up character education materials and prepare facilities including teachers, schedules and evaluation forms. Teachers are required to arrange all the subject matter along with ATL and the necessary supporting facilities. Based on the results of interviews with one of the teachers who is the curriculum coordinator, this has been run by all good teachers who are classified as permanent, part-time and extracurricular teachers. All of these lesson plans are written in a lesson plan document in accordance with the examples given by the coordinator. He also added that the facilities in SVP is good and able to accommodate the needs of students well as there are 3 indoor and outdoor sports fields; visual art space; biology, physics, chemistry and computer laboratories; classroom cool, every class and space design technology.

Implementation of Character Education Program

This planning will be realized in the implementation of character education. Implementation of character education will be reviewed from three things: 1) Integrated with learning. ATL program is considered good to measure the achievement of student character formation. However, in the implementation of ATL, which is included in the preparation of lesson plans, is not specific based on the needs and needs of students. For example, an Indonesian teacher targets communicative characters to be honed in the learning unit of group discussion. On the one hand, the needs and communication skills of students must be different but this is not considered, all students get the same learning approach. This can affect the achievement of each student for communication skills. It takes a preliminary assessment of the student's picture to be able to determine the right approach to deliver targeted results. 2) Integrated with school management. SVP already has rules and policies relating to learning and teaching processes and consequences for violations. This regulation is written in SVP School Policy and Code of Conduct documents that apply to all school residents including students, teachers, employees and parents. The interview results illustrate that 15 students felt SVP was less consistent in applying regulations and consequences. This makes the students become less aware of the actual consequences and open the gap for students to break the rules. Three teachers said that there are some teachers who are less able to maintain the limits of relationships with students that make students feel justified in violating the rules. Some teachers are also less able to enforce regulations by providing tolerance for violations. In addition, some teachers are considered less careful and less concerned to enforce a uniform rule for all students. 3) Integrated with student coaching activities. SVP has provided a number of activities capable of realizing character education. However, the existing conditions, all these activities run independently and not shaded by one department so that not mutually sustainable. Each activity certainly has its goals, schedules, supporting facilities and teachers but is not organized to achieve a single goal. One teacher also revealed that the difficulty of uniting the objectives because of the lack of clarity of goals to be achieved. Three teachers revealed that since 2010, the chairman of the foundation carries a single activity that is considered as a development and character building session. At the beginning of its emergence, this activity called the morning character building. In general, teachers concluded that this activity was poorly planned because after one year of operation, this activity was halted for two years. When the implementation of the activity, the teachers feel less involved in the planning process so it appears confusion when living it. The process of socialization and discussion is classically conducted only once that is considered very less to finalize the planning activities.

After a two-year halt, the program is attempted to be revived with cooperation between teachers and school counselors. Counselors are asked to develop five core competencies as the foundation of

PSEL (Personal Socio Emotional Learning) program, self-awareness, self-management, social awareness, relationship skill and decision-making decision making). This development is expected to result in a teaching design that has a purpose, activity and form of evaluation of activities where the homeroom teacher will be his teacher. The results of the PSEL questionnaire also show that the average student scores below 3 for the topic of activity (56.7%), teacher performance (72.6%), activity variation (54.4%).

Supervision of Character Education Program Supervision is done by making observations for activities that take place in the classroom. The curriculum coordinator, principal and vice principal have schedules to observe the learning process in the classroom followed by suggestions and critiques of teacher performance. It aims to see the suitability of the teaching plan with the implementation in the field. This supervisory process is conducted once a semester per teacher. In addition, other forms of oversight are the curriculum coordinators having a schedule of meetings with each teacher to ensure that the prepared teaching plan complies with the provisions of the IB and/or national curriculum.

Conclusions

There are five values in the national curriculum that is hard work, religious, democratic, spirit of nationality, love of the motherland and two values in IB 10 learner profiles that are balanced and reflective which are not covered by CHAMPION values. The character description of SVP students has not yet shown the maximum achievement in accordance with school expectations based on CHAMPION. The result of calculation of questionnaire data shows low self-concept score for self-physical indicator, moral-ethical self, personal self, family self and social self; self-management scores for time management indicators, interpersonal relationships and self-perspective as well as social service scores.

The planning stage of the school is able to maintain the good that is the variation of activities in the field of sports, arts, culture and leadership for the development of the character of students from the aspects of if the heart, thought, sports and kinesthetic, taste and will supported by the quantity and quality of learning facilities. Meanwhile, to maximize the character education program that must be improved is the formulation of character education objectives with a detailed explanation of its achievement strategy among IB learner profiles or CHAMPION as well as official policy on education for children with special needs followed by socialization to all school residents. Therefore, the need to eliminate other character education goals that are not relevant to the expectations of the school.

The implementation phase of the school can maintain some things that are considered good is the ATL program as a form of measurement of achievement of character formation of students, educators and non-educated consistent applying school rules. Meanwhile, in order to maximize the character education program, there are several things that must be improved. The lesson plans are not based on the different needs and abilities among students, schools that have not consistently implemented the regulations and applied the consequences for violations, as well as various activities of self-employed coaching without coordination to achieve one main goal.

The school supervision phase can maintain some of the things that are considered to be good. Meanwhile, to maximize the character education program there are several things that must be improved, namely supervision for teacher teaching in the classroom and counselor supervision for the PSEL program as a special character formation.

Recommendations

The researcher provides suggestions that the school might consider in order to revise the character education objectives to include all the values in the national curriculum and the IB learner profiles. Planning phase, the school is expected to define the character education objectives by clarifying the character's picture of the students to be achieved as well as the policies for the students with special needs in accordance with the availability of human resources and school facilities. This can be done by conducting in-depth discussions by stakeholders such as school owners, foundation leaders, head of

schools, principals, counselors, and teacher representatives. Furthermore, there was a socialization of the school's expectation of a more periodic picture of the character of the students, especially for new teachers and students and new policies related to students with special needs. Implementation phase, School is expected to conduct analysis of requirement and ability of student to every field of study by teacher or cooperate with other institution. The results can be tailored to the teaching plan for each learning unit. In addition, a special school enforcement team has been established to ensure that all school residents obey the rules and be able to provide appropriate consequences for each violation so as to maximize character formation. Schools can also form a special team that oversees all student development activities to clarify the main purpose of school activities in order to form the character of students and accommodate every need and solve problems in each activity.

In the supervision phase, the school is expected to conduct an evaluation of the supervisory process undertaken by the principal, vice principal and curriculum coordinator by asking teachers to update and adjust to maximize the process. In addition, the principal with his representatives and counselors develop a supervisory model for teachers in the delivery of PSEL materials and periodically measure the achievements of each activity undertaken.

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